

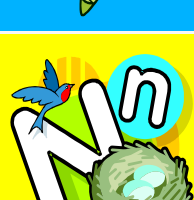
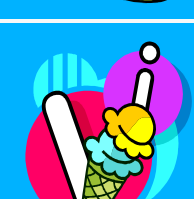
- to help you figure out what it could be."
- "Go back to the beginning and try again."
- "You read that word on another page . See if you can find it."
- Tell your child the word.

Most important, focus on what your child is doing well and attempting to do. Remain loving and supportive. When your child is having difficulty and trying to work out the trouble spots, comments such as the following are suggested:

- "Good for you. I like the way you tried to work that out."
- "That was a good try. Yes, that word would make sense there."
- "I like the way you looked at the picture to help yourself."
- "I like the way you went back to the beginning of the sentence and tried that again. That's what good readers do."
- "You are becoming a good reader. I'm proud of you."

Adapted from **-Regie Routman's** article on "Helping Your Child with Reading at Home"

<http://www.geocities.com/ljgallipolitipsforparents.html>



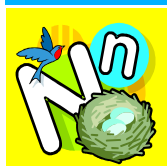
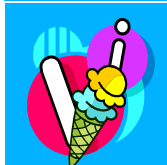
Helping your Child with Reading at Home



By Linda Lowden

Pigeon Mountain Primary School

Reading at home



The aim of this little booklet is to help you support your child with reading at home. Take ten to fifteen minutes a day to read with and to your child. Reading should be an enjoyable and rewarding experience for both of you.

Your child will bring a reading book home in his/her blue book bag Monday to Thursday. The book will be one that your child has already read in class with the teacher. As well as a book there will be a word folder with words to learn at the same reading level as the reading book.

Please keep reading books in the blue bag; it keeps our books clean and safe. If book bags are not returned to school each day or are returned empty, then a new book cannot be sent home until the previous day's book is returned.

Books that have been read with the teacher are then put into your child's book box for independent reading during class time.

Monitoring Reading— Running Records

Your child's teacher will monitor his/her progress very closely. Running records, the recording of children's behaviour when reading, are an accurate and excellent assessment and diagnostic tool to monitor reading progress.



Ways to Help Your Child with Reading at Home

Setting the Atmosphere

- Help your child find a quiet, comfortable place to read.
- Have your child see you as a reading model.
- Read aloud to your child.
- Discuss the stories you read together.
- Recognize the value of silent reading.
- Keep reading time enjoyable and relaxed.

Responding to Errors in Reading

To produce independent readers who monitor and correct themselves as they read, the following prompts are recommended.

- Give your child wait time of 5 to 10 seconds. See what he /she attempts to do to help himself.
- "What would make sense there?"
- "What do you think that word could be?"
- Go back to the beginning and try again.

Early Reading Stage Levels 3 - 14

Reading Behaviours

Once your child is at yellow level they no longer need to point to the words. Encourage your child to read with his eyes not his/her finger.

Being able to retell a story and to answer questions about the story are very important at this stage. Some children become very good at decoding words but do not understand what they are reading. Discussing the book when you are reading with your child is an excellent way to foster understanding and comprehension. Remember to keep reading a fun time.

Fluency Reading Stage Levels 15 - 25

Fluency

Good readers read quickly. They use expression and correct phrasing. Reading sounds like talking. Reading books with direct speech or plays are excellent ways to make reading sound interesting.

Comprehension

Reading shifts focus once children are at the fluency stage of reading. They are no longer learning how to read but reading to get information from books



Reading levels explained

New Zealand reading books are levelled according to colour and number. Books start at Magenta, Level 1 and go up to Silver, Level 24. To make it easier the reading levels have been organized into three groups; Emergent, Early and Fluency.

Emergent

Levels 1 & 2 (magenta)

Early

Level 3-14 (red to green)

Fluency

Levels 15 + (orange to silver)

Most reading books have a colour wheel or chart on the back cover to indicate the book level. To make it easier, some books are the same colour as the reading level of the book.



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Our school expectations

Pigeon Mountain Expectations
for 7.6 year olds.

Pigeon Mountain Expectations
for 7 year olds.

Pigeon Mountain Expectations
for 6.6 year olds.

Pigeon Mountain Expectations
for 6 year olds.

Pigeon Mountain Expectations
for 5.6 year olds.

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First Stages of Learning - Levels 1 & 2 (Emergent)

Memory for Text

In the early stages of reading, it is usual for children to memorize texts. This is an important stage of reading. Children are learning about books and book language structures.

Pictures

Please don't cover up pictures. Pictures are very important in the early reading levels. They give the story meaning and assist with problems solving tricky words.

Early Reading Behaviours

Children need to know where to start and in which direction to read. Pointing to the words in the early stages is also important and helps establish early reading behaviours.

Once your child has developed a reading vocabulary of 10 –20 words. (often referred to as basic or high frequency words), he/she is ready to go up to Level 3 (red)